1. Characteristics of students with learning disabilities
   1. General umbrella issues
      1. Unexpected difficulty or low performance
      2. Ineffective or inefficient processing
   2. Two LD disorders that affect the writing process
      1. Dyslexia
         1. Considerable difficulty reading
            1. Decoding
            2. Spelling
      2. Dysgraphia
         1. Considerable difficulty writing
            1. Poor handwriting
            2. Trouble learning to write
      3. These two disorders combined could impair student writing
         1. Problems decoding could complicate fluent encoding
            1. This also connects to student ability to comprehend decoded material and student’s ability to encode responses
         2. Difficulty spelling and writing combine to make editing problematic
            1. Ability to edit for correct conventions relies upon the student’s ability to recognize spelling, punctuation, and other complex writing elements
2. Supports for students with learning disabilities
   1. The modeling process assists the student learning through making the learning visible
      1. Support the student’s cognitive understanding
         1. Use of examples or nonexamples to illustrate the topic to be learned
         2. Talk through the thinking used to create the examples
      2. Practice the topic to be learned
         1. Instructional conversations include the use of learned terminology and examples
            1. Teachers and students use discussions to increase understanding
   2. Provide students with opportunities for practice and guided application
      1. Includes individual/group practice and peer/teacher feedback
         1. Minimizes confusions/difficulties with complex cognitive activities
   3. Present topic information in multiple ways
      1. Ideas that reflect supports that were previously mentioned
         1. Demonstration of the process by teacher/student
         2. Lecture with key points emphasized
         3. Discussion breaks within the lecture
         4. Manipulatives to demonstrate knowledge

Classroom Application SRSD Stages  
Self-Regulated Strategy Development

Writing Process: Correct Conventions aka Editing

Stage One: Develop Background Knowledge

1. Distribute handout of editing marks similar to those used by the teacher.
2. Distribute the teacher’s rough draft of an essay.
3. Display the teacher’s rough draft on a writable space (overhead, smart board, white board, etc.)

Stage Two: Discuss It

1. Allow time for student’s to edit the teacher’s rough draft.
   1. The teacher will circulate to answer questions and encourage participation.
   2. The teacher may announce specific ideas/editing issues to the class.
2. Encourage students to work with others to find errors, make recommendations, and establish correct conventions in the teacher’s rough draft.

Stage Three: Model It

1. Correct the teacher’s rough draft as a class.
2. Follow the editing marks provided by the teacher (similar to those used by the teacher)
3. Call for volunteers to edit individual elements on the writable space.
4. Discuss changes that could be made in more than one way.
5. Allow students to mark those changes on their copy of the teacher’s rough draft.

Stage Four: Memorize It

1. Memorization comes with the practice of editing skills. There is no one aspect to memorize.

Stage Five: Support It

1. Less ‘guidance’ by the teacher as the students demonstrate understanding.
2. More student leadership/explanation as the students continue to edit the teacher’s rough draft.

Stage Six: Independent Performance

1. Refocus the class to edit their own rough drafts.
2. Allow students to work with others to assist in the editing.
3. Accept students may or may not share their work with other students.
4. Make materials available to assist students in their work
   1. Grammar books
   2. Dictionaries
   3. MLA formats
   4. The TEACHER